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## II. BOOK NOTES AND REVIEWS

PARKMAN'S "*The Oregon Trail.*" Edited by HARRY G. PAUL. Henry Holt and Company, 1918.

In their "English Readings for Schools" series Henry Holt and Company have just put out a very attractive edition of Parkman's "Oregon Trail." Teachers familiar with teaching this classic are aware that the pleasure and even the success of the effort depends largely upon how it is edited. Professor Paul of the University of Illinois has made 375 very interesting and illuminating notes and comments upon the text wherever there is need of explanation. These notes will be greatly appreciated by the majority of teachers as well as pupils. In addition, he has included some three pages of questions for study and review which are especially well selected for high-school pupils.

L. V. CAVINS.

SIMPSON, MABEL E. *Supervised Study in American History.* The Macmillan Co., 1918. Pp. xiv and 278. \$1.20.

This book is the initial one of a Supervised Study Series which the Macmillan Company has undertaken under the general editorship of Professor Alfred L. Hall-Quest. The thing that most emphatically impresses the reader on reading through the volume is the need for some one to tell the pedagogical world what supervised study really is. If the editor's conception of supervised study is portrayed in the volume under review, the series under contemplation will contribute but little to the problem of supervised study in the various school subjects.

What Miss Simpson has done is to give in much detail what might be called day-by-day procedure in Seventh and Eighth Grade History. Such topics as "An Inductive Lesson," "An Expository Lesson," "An Habituation Lesson," "A Review and Deduction Lesson," "A Socialized Recitation," "A Review Lesson," "An How to Study Lesson," "The Inspirational Review," and "An Examination Lesson" receive much consideration. How such lessons are conducted is given in considerable concreteness. Besides the foregoing there are discussions relating to "Divisions of American History," "Current Events," "The Daily Lesson Schedule and Assignment Sheet," "Essential Factors in the Organization of Supervised Study," and "A Red Letter Day Program."

Regardless of the fact that the book is not primarily concerned with "Supervised Study in American History" and should not have been so named, it does contain much helpful material for persons interested in